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Curriculum Committee Minutes

College of Liberal Arts Minutes and Reports

4-18-2017

Minutes, Curriculum Committee Meeting, Tuesday, April 18, 2017

Curriculum Committee

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Recommended Citation

Curriculum Committee, "Minutes, Curriculum Committee Meeting, Tuesday, April 18, 2017" (2017). *Curriculum Committee Minutes*. 21.

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Curriculum Committee

DATE: April 18, 2017

LOCATION: Bush 176

ATTENDEES

<input checked="" type="checkbox"/> Josh Almond	<input checked="" type="checkbox"/> Gabriel Barreneche
<input checked="" type="checkbox"/> Amy Armenia	<input type="checkbox"/> Meribeth Huebner
<input checked="" type="checkbox"/> Mario D'Amato	<input checked="" type="checkbox"/> Robin Mateo
<input checked="" type="checkbox"/> Mattea Garcia (Sec.)	<input checked="" type="checkbox"/> Laura Pfister
<input type="checkbox"/> Jonathan Harwell	<input type="checkbox"/> Claire Strom
<input checked="" type="checkbox"/> Nick Houndonougbo	<input type="checkbox"/> Steve Booker
<input checked="" type="checkbox"/> Emmanuel Kodzi	<input checked="" type="checkbox"/> Tiffany Griffin
<input type="checkbox"/> Nancy Niles	<input checked="" type="checkbox"/> Tonia Warnecke
<input checked="" type="checkbox"/> Zhaochang Peng	<input checked="" type="checkbox"/> Phil Kozel
<input checked="" type="checkbox"/> Jay Pieczynski	
<input checked="" type="checkbox"/> Shaayann Khalid	

AGENDA/DISCUSSION

- Approve Minutes from
 - Motion to approve minutes from April 11, 2017 (A. Armenia)
 - DECISION: Approved 8-0-0
- Sub-committee announcements
 - New Course Subcommittee: Approved 5 courses. (A. Armenia)
 - Appeals: No report.
 - IPFAC: No report.
- New Business
 - Review of finalized proposal for a new study abroad program with Beijing Foreign Studies University (Giselda Beaudin).
 - Motion to approve proposal: M. D'Amato.
 - This may necessitate changes in shifts for strategies to create interest from students, especially given other programs in China. This will also require additional attention over the years. This may include shifts in strategy for the Shanghai program (e.g. Not sending a faculty for a full semester).
 - Formalizes current relationships and diversifies program options. This will be an exchange program and budget neutral; this does not necessarily require long term contracts though there is a agreement that typically lasts 5 years.

- DECISION: 9-0-0
- Revisions to the Social Entrepreneurship & Business Major/Minor (Tonia Warnecke).
 - Replaces two core courses in the major map: Replace BUS 330 with Social Entrepreneurship Marketing and BUS 320 with Financing Social Entrepreneurship
 - Adds Math competency as a prerequisite for SEB 345 (a finance course)
 - Motion to approve: M. D'Amato
 - DECISION: 9-0-0
- Revisions to the Public Policy and Political Economy Major (Phil Kozel).
 - Moving the major from 14 to 12 courses.
 - Motion: M. D'Amato
 - DECISION: 9-0-0
- Old Business
 - Task Force 1A:
 - Add heading/running head to these documents that indicates this is a recommendations or strategic thinking document. This suggestion is to remove any concerns that these are new policies or rules. Example: Statement from Strategic Planning.
 - In Global Citizenship document: Alter references to language to be more sensitivite to Holt students (e.g. Remove reference to REQUIREMENT). Giselda will make edits that create references to cultures and languages. (see attached)
 - Motion to endorse "Global Citizenship" definition from the Internationalization Task Force:
 - DECISION: 9-0-0
 - Expanded Mission Statement & Associated Learning Outcomes
 - Delete reference to speaking and reading another language.
 - Motion to endorse Task Force 1A: Elaborating the Mission
 - DECISION: 9-0-0
 - Task Force 1B: Implementing deferred declaration of major, especially regarding transfer students. In particular, our recommendations would allow for transfer students to count courses from outside institutions toward the requirements for declaring a major. This would follow along similar guidelines as used currently for transfer students. For example, students with an AA would be exempt from the two courses outside the division. (see attached)
 - Motion to endorse additional comments (per Mario's email) regarding transfer students/declaration of major (M. Garcia)
 - DECISION: 9-0-0
 - Grade Appeal.
- Adjourn

Elaborating the Mission Statement and Considering Associated Learning Outcomes

Recommendations from Strategic Planning Task Force 1A (Mission)

Endorsed by the Curriculum Committee on April 18, 2017

Our committee has been charged to expand on the mission statement and to indicate the qualities and skills we should see in all our graduates. We take as a starting point the A&S mission statement included in the 2004 SACS report. This was approved by the A&S faculty, which at that time constituted all the undergraduate and graduate faculty of the College, with the exception of Crummer.

COLLEGE OF ARTS AND SCIENCES MISSION AND CORE COMPETENCIES

Our mission is to provide a rigorous liberal arts baccalaureate education of the highest quality, encouraging in our faculty pedagogical innovation and continued professional growth, and fostering in our students both the intellectual curiosity that underlies a desire for lifelong education and the practice of making principled, ethical decisions for functioning as responsible citizens and workers in a global society.

- 1. Understanding of the distinctive methodologies and subject matter of the sciences, social sciences, arts, and humanities.*
- 2. Ability to read, think, write, and speak critically and analytically.*
- 3. Ability to identify and articulate moral and ethical dimensions of a personal or social issue.*
- 4. Ability to work constructively with others, respecting personal differences.*
- 5. Constructive participation in their communities.*

(SACS Report 2004)

Suggested Further Specifications of the Mission Statement

Global Citizenship means awareness of key global issues, and understanding and respecting the diversity of world cultures with their different ways of knowing and doing. Global citizens understand the distinctive methodologies and subject matters of the sciences, social sciences, arts, and humanities. Thus they can view the world through the critical and creative lenses essential for “effective stewardship of the global commons.”

Responsible leadership means thinking analytically about the world, actively participating in communities, whether local or global, working constructively with others to solve problems, taking responsibility for decisions, and respecting personal differences.

Meaningful lives are embodied by those who are lifelong learners—that is, those who are intellectually curious and have the critical-thinking skills necessary to explore their interests; and those who exhibit personal integrity, based on their ability to identify and articulate the moral and ethical dimensions of personal and social issues.

Productive careers are careers in which people are engaged in and committed to their work, approaching it with a sense of purpose and an appreciation of its value. This entails reading, thinking, and writing critically and analytically; speaking effectively; and integrating ideas and information, including quantitative data, from a variety of sources to solve problems.

Learning Outcomes

We suggest that departments/programs consider the following learning outcomes for majors/minors based on the four threads of the mission. These reflect the key practices seen through our analysis of the departmental mission-alignment reports (with some editing so that the outcomes do not overlap: critical thinking, for example, is widely used for all the threads in the mission-alignment reports). We use the LEAP learning outcomes here because that has been the standard practice for nearly every department, but departments may want to include other learning outcomes beyond those suggested here. While departments are not expected to use all of these outcomes, **we propose that they use at least one for each thread, for a total of at least four different learning outcomes**. Only one of these would need to be assessed in any given year.

Adopting this plan would entail that a Rollins student would graduate with a more clearly defined set of qualities and skills. A side benefit would be that prospective students, parents, and potential employers could see what Rollins graduates could bring to the table.

Global citizenship

- Intercultural literacy
- Critical and creative thought
- World knowledge

Responsible Leadership

- Ethical reasoning
- Civic knowledge and engagement
- Teamwork and problem solving

Meaningful Lives

- Information literacy
- Lifelong learning
- Integrative learning

Productive Careers

- Written and oral communication
- Inquiry and analysis
- Quantitative learning

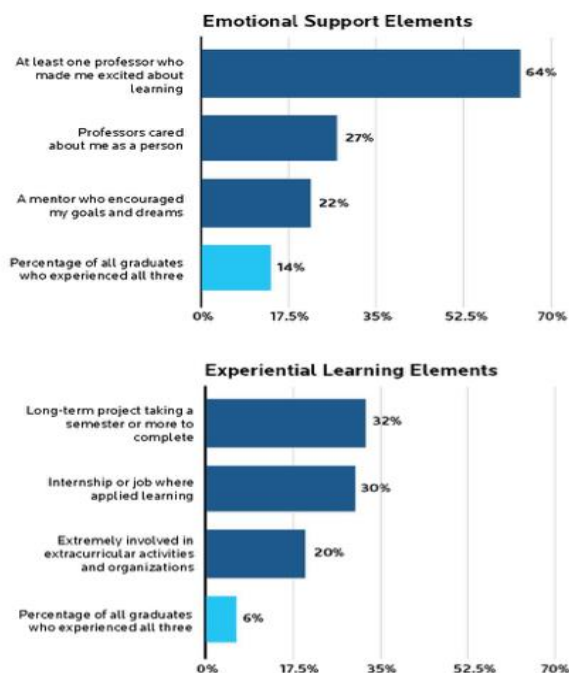
We would propose that rFLA produce its own mission statement and enumerate learning outcomes specifically linked to the mission. Based on our analysis of the learning outcomes commonly used by departments, inclusion of information literacy and lifelong learning would be particularly helpful. rFLA might also select one or two other outcomes, perhaps continuing to focus on written and oral communication. The already included foreign language competency is certainly related to global citizenship and the math competency requirement is relevant to all the threads.

Student Affairs has many departments with focused missions. It would be helpful if they would coordinate learning outcomes and aim for a wide range of outcomes so that students learn different skills as they experience different programs.

High Impact Practices

While departments already employ a range of **activities** linked to the mission, the Gallup-Purdue surveys of more than 60,000 college graduates link some high impact practices particularly closely to meaningful lives and productive careers. They include mentoring of students, internships, and projects that last more than one semester. **We propose that all majors and rFLA include one or more of these practices in their curricula.**

*Graduates who were emotionally supported during college or who had deep, experiential learning are **two times as likely** to be engaged in their work and thriving in their well-being later in life. The Gallup-Purdue Index identified six of these key experiences that serve as potential career- and life-trajectory game-changers. The key emotional support elements can be described as follows: having a professor who made students excited about learning, professors who cared about them as a person, and a mentor who encouraged their goals and dreams. The experiential learning elements can be described thusly: working on a project that took a semester or more to complete, having a job or internship where they applied what they were learning, and being extremely involved in extracurricular activities. The good news is that these critical experiences for students dramatically improve their odds of success later in life. The bad news is two-fold: most colleges and universities have never measured these things in earnest, and only 3 percent of U.S. college graduates strongly agree that they have experienced these six measures (see chart). (Busteed (2016) The Real Data Revolution)*



Career Preparation

One of the findings from the SWOT analyses was that many of our constituencies are concerned about career preparation for our students. The information below from the AAC&U, based on interviews of more than 600 employers, identifies qualities employers would like to see from college graduates. It is notable that these qualities actually match up with our suggested learning outcomes. We suggest that departments make a conscious effort to communicate to their majors that the learning outcomes they select are relevant to and prized by the workplace.

SKILLS AND AREAS OF KNOWLEDGE A MAJORITY OF EMPLOYERS WOULD LIKE COLLEGES AND UNIVERSITIES TO EMPHASIZE FURTHER

• Concepts and new developments in science and technology	82%
• Teamwork skills and the ability to collaborate with others in diverse group settings	76%
• The ability to apply knowledge and skills to real-world settings through internships or other hands-on experiences	73%
• The ability to effectively communicate orally and in writing	73%
• Critical thinking and analytical reasoning skills	73%
• Global issues and developments and their implications for the future	72%
• The ability to locate, organize, and evaluate information from multiple sources	70%
• The ability to be innovative and think creatively	70%
• The ability to solve complex problems	64%
• The ability to work with numbers and understand statistics	60%
• The role of the United States in the world	60%
• A sense of integrity and ethics	56%
• Cultural values and traditions in America and other countries	53%

Source: *How Should Colleges Prepare Students To Succeed in Today's Global Economy?* AAC&U/Peter D. Hart Research. (College Learning for the New Global Century, Executive Summary (2008) AAC&U)

The AAC&U also asked employers specifically about the LEAP learning outcomes:

Percentage of Employers Who Want Colleges to "Place More Emphasis" on Essential Learning Outcomes

Knowledge of Human Cultures and the Physical and Natural World

• Science and technology 82% • Global issues 72%* • The role of the United States in the world 60% • Cultural values and traditions (U.S./global) 53%*

Intellectual and Practical Skills

• Teamwork skills in diverse groups 76%* • Critical thinking and analytic reasoning 73% • Written and oral communication 73% • Information literacy 70% • Creativity and innovation 70% • Complex problem solving 64% • Quantitative reasoning 60%

Personal and Social Responsibility

• Intercultural competence (teamwork in diverse groups) 76%* • Intercultural knowledge (global issues) 72%* • Ethics and values 56% • Cultural values/traditions—U.S./global 53%*

Integrative Learning

• Applied knowledge in real-world settings 73%

Note: These findings are taken from a survey of employers commissioned by the Association of American Colleges and Universities and conducted by Peter D. Hart Associates in November and December 2006. For a full report on the survey and its complete findings, see www.aacu.org/leap.

*Three starred items are shown in two learning outcome categories because they apply to both. (College Learning for the New Global Century, Executive Summary (2008) AAC&U)

Implementation of TF 1B (Majors) Proposals for Transfer Students

Mario D'Amato

Tue 4/18/2017 7:37 PM

To: Jennifer Cavanaugh <JCAVENAUGH@Rollins.edu>; Faye Tydlaska <FTYDLASKA@Rollins.edu>;

Cc: Curriculum Committee <curriculumcommittee@live.rollins.edu>;

This note is re. Dean Cavanaugh's query to CC below (re. transfer students and the deferred declaration of majors):

I know that you are tying up the issues for the year but I would like to have some clarification regarding the major declaration process for transfer students. Will we accept two courses in the major area but taken at another institution? Likewise will we accept the two courses from other divisions if they come from another institution?

The Curriculum Committee unanimously endorsed the following recommendations:

There are two pieces re. the implementation of the deferred, deliberative declaration of majors:

(1) The first piece requires that students will complete "two courses from the major map." Re. whether those two courses can be from transfer credit: this will be decided by the chair/coordinator of the specific major (as has always been the case, so no change here).

(2) The second piece requires that students complete "one course from two other divisions." Re. whether these two courses can be from transfer credit: our recommendation is as follows:

- If the student has an AA degree, this will be considered to automatically fulfill the requirement of completing the courses in two other divisions.
- Otherwise, whether these two courses are fulfilled will depend on which transfer courses are available and determined to count for which divisions (e.g., if the student already has the WCMP fulfilled this may count as a course for the HUM DIV, if the student has an "Intro to Sociology" course this may count as SS DIV, etc.).

The final decision on these matters is, of course, the purview of the Dean's Office, but we believe these recommendations helpfully point the way to a fairly seamless transition for transfer students.

Grazie,

Mario

Mario D'Amato, Ph.D.
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Defining Global Citizenship

Statement from the 2016-17 Strategic Planning Task Force on Integration of Global Learning

Endorsed by the College of Liberal Arts Curriculum Committee in April, 2017

Global citizens are aware of key global issues; understand and respect the diversity of world cultures with their different ways of knowing and doing; and understand the distinctive methodologies and subject matter of the sciences, social sciences, arts and humanities, and thus can view the world through the critical and creative lenses essential for “effective stewardship of the global commons.”¹

Global citizens demonstrate the knowledge and skills necessary to participate in an increasingly global society. This includes, but is not limited to:

- a. Awareness of key global trends and problems, and their root causes
- b. Critical and creative thinking
- c. Intercultural knowledge and competence
 - i. Awareness of and knowledge about our own and other cultures and languages
 - ii. The ability to conceptualize power and privilege
 - iii. The ability to engage and empathize with multiple worldviews
 - iv. The ability to act with open-mindedness towards other cultures
 - v. The ability to recognize the difference in experiences of other identities

To educate students for global citizenship we:

- 1) Promote ethical standpoints which recognize that we have duties and obligations within and beyond our own community or nation.
- 2) Teach students how to live out these commitments in their individual lives, in their local communities, in their nation, and globally.
- 3) Teach methods of critical and creative thinking that can effectively achieve our commitments in relation to global issues.
- 4) Provide students with opportunities in on-campus, local, and global contexts to engage with global content, learn about global trends and problems, and engage with other cultures and languages.

¹ “An Education for the Twenty-First Century: Stewardship of the Global Commons.” Douglas C. Bennett, Grant H. Cornwell, Haifa Jamal Al-Lail and Celeste Schenck. <http://www.aacu.org/publications-research/periodicals/education-twenty-first-century-stewardship-global-commons>